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ABSTRACT

Written guides for new teachers and aides entering Head Start and kindergarten programs in Warren City (Ohio) schools, as well as those who already have been teaching for some time, are presented. Chapters are provided on: the rationale for using educational aides; State licensing requirements; absence procedure; pre- and in-service training; qualifications; role and function of aides; task identification for both Head Start and kindergarten aides; methods of working with children; inter-staff relationships; career opportunities; and evaluation procedure. A selective bibliography is also included. (LH)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED 069363

HEAD START - KINDERGARTEN

EDUCATIONAL AIDES HANDBOOK

WARREN CITY SCHOOLS

Warren, Ohio

OFFICE OF FEDERAL PROGRAMS

July 1971

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John R. Hulan ..... Coordinator of Federal Programs Development of Warren

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PS 005986

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Warren City Schools
Warren, Ohio
Office of Assistance Programs

For Your Information:

It is a pleasure for us to acknowledge that the salary of the personnel involved in the development of this guide and its publication were funded by the Ohio State Disadvantaged Pupil Program. We are grateful to the O.S.D.P.P. for this and many other services most helpful to disadvantaged boys and girls.

Sincerely,

Wm. E. Brobst

William E. Brobst
Director
Office of Assistance Programs

WEB:geb

PREFACE

Since 1965 federal and state funds have become available to the Warren City Schools, as they have to other school systems throughout the state and nation. These funds have made it possible for Warren to establish supportive programs which are designed to reduce the educational achievement gap and to increase the child's readiness to enter the regular kindergarten program.

There has been a felt need for some time on the part of teachers and aides who implement these programs for written guides to assist new people coming into the programs as well as giving direction to those who have participated over a period of several years. The pressure to design and implement new programs has been so great that not until the summer of 1971 could we fulfill this need.

There have been four guides developed in addition to this one in the areas of primary concern to federal and state programs. The five guides are:

Head Start Curriculum Guides
Head Start-Kindergarten Educational Aides Guides
Diagnostic Reading Teacher's Guides
Word Analysis Educational Aides Guides
Instructional Media Center Clerks Guides

It is worthwhile noting that the Office of Federal Programs feels three great responsibilities in relation to developing programs, first is close coordination with the total educational program of the City Schools and secondly a close coordination among federal and state programs to avoid duplication and overlap. Thirdly, it is important to involve both educators and lay people in the planning and evaluation of programs.

William E. Brobst
Supervisor of Federal Programs

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RATIONALE FOR USING EDUCATIONAL AIDES

Over the past two decades there has been a national movement on the part of professional organizations to secure assistants in the performance of non-instructional tasks. The movement has grown in many fields, and the need to relegate non-teaching tasks has been accepted and proven successful.

The morale and efficiency of the professional teacher has increased in direct proportion to the amount of assistance provided by these co-workers in the educational process. This makes for better education of our children which is our primary goal.

Within this context, the teacher can become a diagnostician of student needs; the aide, an assistant to the teacher in all tasks.

The Warren City Schools, continually searching for more effective methods of instructing its children, recognizes the value which paraprofessionals lend to the Head Start and Kindergarten children of our city.

Through pre- and in-service training, teachers and aides are working and learning together to better understand and help the pre-school children of Warren.

NATIONAL RATIONALE

Head Start and Kindergarten teachers should have an aide with them in the classroom. A program becomes better whenever there is more than one head, more than one set of eyes and ears, more than one pair of hands and feet.

We have long operated on the assumption that one teacher can do all that needs doing in a good classroom. This is our tradition; it is a bad tradition. We have to break with tradition so that every teacher may get the help she needs and the children deserve.

Some classroom circumstances are so clearly demanding that the need for an aide is imperative now. Any teacher whose class size is too large or whose class includes children with unusual or special needs should have an aide.

Children benefit directly from an aide in the classroom. Their program becomes more varied, personal, and richer. But children benefit indirectly, too. Aides help keep teachers fresh and alive by performing many of the routine chores. An aide sharing this load can mean that the teacher has more of herself to give to her children.

Aides do mean added work for principals and for teachers. For one thing, the need for aides must be interpreted because this idea is new. Aides must be found and then oriented. There must be conferences between teachers and aides, and their lines of authority must be worked out.

The teacher needs to be open-minded and perceptive to utilize the services of an aide in ways which will result in a better instructional program for children. These same personality traits are also important characteristics for the teacher aide if she is to function well as a member of a professional team.

STATE LICENSE REQUIREMENTS

State and Local Regulations

Application Forms

STATE LICENSE REQUIREMENTS FOR EDUCATIONAL AIDES

As used in this section "educational aide" means any nonteaching employee in a school district who directly assists a teacher. (In compliance with section 3319.088 of the revised code of the State of Ohio and the State Board of Education.)

An initial one year Educational Aide permit may be issued upon the recommendation of an employing superintendent of a city, county, or exempted village, or administrative head of a non-tax supported school, provided the applicant meets the following requirements:

State: 1. The applicant shall have sufficient formal education to assure the employing superintendent of competency to perform the duties assigned to the Educational Aide in his school district, in accordance with a written job description.

Warren: a. Whenever possible and practicable, the Educational Aide is chosen from the area in which she is to serve.

State: 2. The applicant shall show sufficient promise of being able to profit from in-service training and shall be willing to participate in such training.

State: 3. The applicant shall have adequate language competency, shall be free of speech, moral and disqualifying physical defects, and shall show evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

State: 4. The prescribed minimum qualifications may require special training or educational courses designed to qualify a person to perform effectively the duties authorized under an educational aide permit.

State: 5. Educational aides shall at all times while in the performance of their duties be under the supervision and direction of a teacher as defined in section 3319.09 of the Revised Code.

State: 6. Educational aides may assist a teacher to whom assigned in the supervision of pupils, in assisting with instructional tasks, and in the performance of duties which, in the judgment of the teacher to whom the aide is assigned, may be performed by a person not certified.

State: 7. The duties of an educational aide need not be performed in the presence of the teacher to whom assigned, but the activity of an educational aide shall at all times be under the direction of the teacher to whom assigned.

State: 8. Educational aides assigned to supervise children shall, when the teacher to whom assigned is not physically present, maintain the degree of control and discipline which would be maintained by the teacher.

State: 9. An educational aide may not render corporal punishment.

State: 10. Educational aides employed by a board of education shall have all rights, benefits, and legal protection available to other nonteaching employees in the school district.

State: 11. Educational aides shall be members of the school employees retirement system.

State: 12. Educational aides shall be compensated according to a salary plan adopted annually by the board.

State: 13. Nonteaching employees shall not serve as educational aides without first obtaining an appropriate educational aide permit from the state board of education.

State: 14. Following the determination of the assignment and general job description of an educational aide and subject to supervision by the teacher's immediate administrative officer, a teacher to whom an educational aide is assigned shall make all final determinations of the duties to be assigned to such aide.

State: 15. No person who is, or who has been employed as an educational aide shall divulge, except to the teacher to whom assigned, or the administrator of the school in the absence of the teacher to whom assigned, or when required to testify in a court or proceeding, any personal information concerning any pupil in the school district which was obtained or obtainable by the educational aide while so employed. Violation of this provision is grounds for disciplinary action or dismissal, or both.

Permanent Regulations for the Issuance of the Educational Aide Permit

Adopted by the State Board of Education--11/10/69

STANDARD EDb-933-01 ONE-YEAR EDUCATIONAL AIDE PERMIT

A. An initial one-year Educational Aide Permit may be issued upon the request and recommendation of an employing superintendent of a city, county, or exempted village, or administrative head of a non-tax supported school, provided the superintendent submits evidence that the applicant meets the following minimum requirements:

1. The applicant has submitted evidence of sufficient formal education to assure the employing superintendent of competency to perform the duties assigned to the Educational Aide in his school duties, in accordance with a written job description.

2. The applicant has shown sufficient promise of being able to profit from in-service training and shall be willing to participate in such training.

3. The applicant shall have adequate language competency, shall be free of speech, moral and disqualifying physical defects, and shall show evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

STANDARD EDb-933-02 RENEWAL OF ONE-YEAR EDUCATIONAL AIDE PERMIT

A. The one-year Educational Aide Permit may be renewed upon the request and

recommendation of the employing superintendent, or administrative head of a non-tax supported school upon evidence that:

1. The applicant has performed successfully in tasks assigned in accordance with a written job description.

2. The applicant has participated in and profited from in-service training.

3. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

STANDARD EDb-933-05 FOUR-YEAR EDUCATIONAL AIDE PERMIT

A. The four-year Educational Aide Permit may be issued upon the recommendation of the employing superintendent, or administrative head of a non-tax supported school upon evidence that:

1. The applicant is a graduate of an approved high school or has a statement of high school equivalence in accordance with regulations prescribed by the Superintendent of Public Instruction.

2. The applicant has performed successfully in the tasks assigned in accordance with a written job description while employed on a renewal of a one-year Educational Aide Permit and has the recommendation of the administrator of the school or district in which employed.

3. The applicant has participated in and profited from in-service training.

4. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

STANDARD EDb-933-07 RENEWAL OF THE FOUR-YEAR EDUCATIONAL AIDE PERMIT AND FOUR-YEAR EDUCATIONAL TECHNOLOGIST AIDE PERMIT

A. The four-year Educational Aide Permit and four-year Educational Technologist Aide Permit may be renewed upon the recommendation of an employing superintendent, or administrative head of a non-tax supported school, provided:

1. The applicant has performed successfully in the task assigned.

2. The applicant has participated in and profited from in-service training.

3. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

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STANDARD EDb-933-08 VALIDITY OF EDUCATIONAL AIDE PERMITS

The one-year Educational Aide Permit and the renewal of the one-year Educational Aide Permit shall be valid only in the district of the employing Board of Education. The four-year Educational Technologist Aide Permit and the four-year Educational Aide Permit shall be valid in any approved public or nonpublic school in Ohio.

STANDARD EDb-933-09 FEE FOR EDUCATIONAL AIDE PERMIT

Each application for an Educational Aide Permit or renewal thereof shall be accompanied by a fee of $2.00.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIVISION OF
TEACHER EDUCATION
AND CERTIFICATION
PAUL W. HAILEY
DIRECTOR

DIRECTIONS FOR COMPLETING

THE ONE-YEAR EDUCATIONAL AIDE APPLICATION

The application for the one-year Educational Aide Permit is to be completed by those persons who are being employed under the provisions established by the State Board of Education for this permit. Each item is to be completed.

A two dollar ($2.00) money order made payable to "TREASURER, STATE OF OHIO" must accompany each application.

The application must carry the recommendation of the superintendent of schools, certifying that all requirements have been met. The application should be mailed to the Division of Teacher Education and Certification. The permit will be returned to the school address stated on the application.

Division of Teacher Education and Certification
Room 616, Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

PWH/dm

PLEASE RETURN TO THE PERSONNEL OFFICE FOR THE SUPERINTENDENT'S SIGNATURE.

OHIO DEPARTMENT OF EDUCATION

APPLICATION FOR THE RENEWAL OF THE ONE-YEAR EDUCATIONAL AIDE PERMIT

Division of Teacher Education and Certification, 616 Ohio Departments Building
65 South Front Street, Columbus, Ohio 43215

1. NAME AND ADDRESS

Circle one: Mr. Mrs. Miss

_____
Last *First* *Middle or Initial*

_____
Street Address

_____
City *State* *Zip Code*

2. EMPLOYING SCHOOL DISTRICT

_____
School District

_____
Street *City* *Zip Code*

3. SOCIAL SECURITY NUMBER

___ – ___ – ____

4. DATE OF BIRTH _____
Month *Day* *Year*

5. HIGHEST LEVEL OF EDUCATION COMPLETED *(Circle only one)*

Less than high school *High school* *Associate Degree* *Bachelor* *Master* *Other Degree Beyond Bachelor*

Diploma or Highest Degree Was Granted in 19 ____.

6. SOURCE OF DIPLOMA OR HIGHEST DEGREE

_____
School *State*

8. APPLICATION IS FOR *(Circle one)*

Elementary Level *High School Level*

9. Have you ever had any educational permit or any teaching credential revoked, or is any such action now pending anywhere? If yes, attach explanation.

Yes *No*

7. Give an account of the training and experience which you feel qualifies you for the Educational Aide Permit. (Most recent first)

_____

_____

_____

_____

_____

I hereby swear or affirm that all statements herein made by me are true. The required money order, made payable to **Treasurer, State of Ohio,** *is attached.*

_____ _____
Signature *Date*

TO BE COMPLETED BY THE SUPERINTENDENT:

I hereby certify that the applicant named herein possesses the qualifications necessary to perform those duties for which employed.

_____
Signature of City, County or Exempted Village Superintendent or Administrative Head of non-tax supported school district

_____
FULL name of City, County, Exempted Village or non-tax supported school district

OFFICE USE ONLY:

☐ *Approved*

☐ *Rejected*

☐ *Fee*

☐ *Incomplete*

EFFECTIVE 9-1-19

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIRECTIONS FOR COMPLETING THE RENEWAL OF THE ONE-YEAR EDUCATIONAL AIDE APPLICATION

The application for the Renewal of the one-year Educational Aide Permit is to be completed by those persons who have been employed under the provisions established by the State Board of Education for this permit. Each item is to be completed.

A two dollar ($2.00) money order made payable to "Treasurer, State of Ohio" must accompany each application.

The application must carry the recommendation of the superintendent of schools, certifying the completion of in-service training has been met and the applicant has served satisfactorily on the one-year permit. The application should be mailed to the Division of Teacher Education and Certification. The permit will be returned to the office of the superintendent of the City, County or Exempted Village.

Division of Teacher Education and Certification
Room 616, Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

PWH/hj

OHIO DEPARTMENT OF EDUCATION

APPLICATION FOR THE RENEWAL OF THE ONE-YEAR EDUCATIONAL AIDE PERMIT

Division of Teacher Education and Certification, 616 Ohio Departments Building
65 South Front Street, Columbus, Ohio 43215

1. NAME AND ADDRESS

Circle one: Mr. Mrs. Miss

_____
Last First Middle or Initial

_____
Street Address

_____
City State Zip Code

2. EMPLOYING SCHOOL DISTRICT

_____
School District

_____
Street City Zip Code

3. SOCIAL SECURITY NUMBER

___ – ___ – _____

4. DATE OF BIRTH _____
Month Day Year

5. HIGHEST LEVEL OF EDUCATION COMPLETED *(Circle only one)*

Less than high school *High school* *Associate Degree* *Bachelor* *Master* *Other Degree Beyond Bachelor*

Diploma or Highest Degree Was Granted in 19 ____.

6. SOURCE OF DIPLOMA OR HIGHEST DEGREE

_____
School State

8. APPLICATION IS FOR *(Circle one)*

Elementary Level *High School Level*

9. Have you ever had any educational permit or any teaching credential revoked, or is any such action now pending anywhere? If yes, attach explanation.

Yes *No*

7. Your Educational Aide Permit or a copy must accompany the application for renewal. Also, please check the year your first permit was effective.

year	*school copy number*	*elementary or secondary*
69-70		
70-71		
71-72		
72-73		
73-74		

I hereby swear or affirm that all statements herein made by me are true. The required money order, made payable to **Treasurer, State of Ohio,** *is attached.*

_____ _____
Signature *Date*

TO BE COMPLETED BY THE SUPERINTENDENT:

I hereby certify that the applicant named herein possesses the qualifications and the completion of in-service training necessary to perform those duties for which employed.

_____
Signature of City, County or Exempted Village Superintendent or Administrative Head of non-tax supported school district

_____
FULL name of City, County, Exempted Village or non-tax supported school district

OFFICE USE ONLY:

☐ *Approved*
☐ *Rejected*
☐ *Fee*
☐ *Incomplete*

EFFECTIVE 9-1-19

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIVISION OF
TEACHER EDUCATION
AND CERTIFICATION
PAUL W. HAILEY
DIRECTOR

DIRECTIONS FOR COMPLETING THE FOUR-YEAR EDUCATIONAL AIDE APPLICATION

The application for the four-year Educational Aide Permit is to be completed by those persons who have been employed under the provisions established by the State Board of Education for this permit. Each item is to be completed.

A two dollar ($2.00) money order made payable to *"Treasurer, State of Ohio"* must accompany each application.

The application must carry the recommendation of the superintendent of schools, certifying the completion of in-service training has been met and the applicant has served satisfactorily for one year on the Educational Aide Permit and one year on the Renewal Educational Aide Permit. The application should be mailed to the Division of Teacher Education and Certification. The permit will be returned to the office of the superintendent who initiates the application.

Division of Teacher Education and Certification
Room 616, Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

PWH/hj

OHIO DEPARTMENT OF EDUCATION

APPLICATION FOR THE FOUR-YEAR EDUCATIONAL AIDE PERMIT

Division of Teacher Education and Certification, 616 Ohio Departments Building
65 South Front Street, Columbus, Ohio 43215

1. NAME AND ADDRESS

Circle one: Mr. Mrs. Miss

_____ _____ _____
Last *First* *Middle or Initial*

_____
Street Address

_____ _____ _____
City *State* *Zip Code*

2. EMPLOYING SCHOOL DISTRICT

_____
School District

_____ _____ _____
Street *City* *Zip Code*

3. SOCIAL SECURITY NUMBER

_____ – _____ – _____

4. DATE OF BIRTH _____ _____ _____
Month *Day* *Year*

5. HIGHEST LEVEL OF EDUCATION COMPLETED *(Circle only one)*

High School *Associate Degree* *Bachelor* *Master* *Other Degree Beyond Bachelor*

Diploma or Highest Degree Was Granted in 19____.

6. SOURCE OF DIPLOMA OR HIGHEST DEGREE

_____ _____
School *State*

8. APPLICATION IS FOR KINDERGARTEN – TWELVE.

7. Your Renewal Education Aide Permit or a copy *must* accompany the application for the four-year permit.

9. Have you ever had any educational permit or any teaching credential revoked, or is any such action now pending anywhere? If yes, attach explanation.

Yes *No*

I hereby swear or affirm that all statements herein made by me are true. The required money order, made payable to **Treasurer, State of Ohio,** *is attached.*

_____ _____
Signature *Date*

TO BE COMPLETED BY THE SUPERINTENDENT:

I hereby certify that the applicant named herein possesses the qualifications and the completion of in-service training necessary to perform those duties for which employed and is a high school graduate.

_____
Signature of City, County or Exempted Village Superintendent or Administrative Head of non-tax supported school district

_____
FULL name of City, County, Exempted Village or non-tax supported school district

OFFICE USE ONLY:

☐ *Approved*
☐ *Rejected*
☐ *Fee*
☐ *Incomplete*

EFFECTIVE 9-1-19

ABSENCE PROCEDURES

Sick Leave Policy
Valid Reasons for Absence
Special Leave Policy
Handling Grievances

ABSENCE - SICK LEAVE - SPECIAL LEAVE - HANDLING GRIEVANCES

Policy: In order to promote healthy minds and bodies on the job, a program for absence and sick leave is desirable and is a part of the Warren City School's Personnel Policy.

ABSENCE

A. All Head Start Aides are expected to be at their assigned duties during working hours. If, because of an emergency or other cause, an aide must leave her place of duty, the program coordinator must be notified. No absences are authorized from the center unless first cleared through the coordinator.

Kindergarten aides are responsible to the teacher and building principal.

B. Normally, a Head Start Aide shall be absent for two consecutive days or more before a substitute will be utilized.

C. Whenever possible, the Head Start Aide shall call the Coordinator before 5:00 p.m. if she is going to be absent the following day. In any event, the coordinator and teacher should know before the school day begins if the aide will be present that day.

D. Reporting Procedure

A. M. Aides

1. If an emergency arises in the morning, and the aide can't come to school, she shall call the coordinator at his home between 7:00 and 7:30 A.M.

   The aide that gets on the bus first must call the coordinator before 7:30 A.M. so that he can call another aide to be picked up before any children get on the bus.

2. If the aide that gets on the bus last is going to be absent, she shall notify the first aide. If this is done, the first aide will know she will have complete charge of the children on the bus.

   Then she shall notify the coordinator at his home or at the office.

3. In the event both aides are absent from one center the same day, a substitute shall be called so that an aide will be on the bus.

P. M. Aides

4. If an emergency arises, the afternoon aides shall call the coordinator's office before 9:00 A.M., so that he may make provisions for the aides on the afternoon bus trip.

5. If the afternoon aide knows she will be absent for more than one day, a substitute will be called.

E. It shall be the responsibility of each aide to have a correct address and telephone number on file in the office of the coordinator.

VALID REASONS FOR ABSENCE

Personal Illness
Personal Injury
Illness or injury in immediate family
Death in immediate family

IMMEDIATE FAMILY DEFINED

Immediate family as used in these regulations shall mean husband, wife, son, daughter, father, mother, brothers and sisters.

SICK LEAVE

Sick leave accumulates at the rate of one and one fourth days for each completed month of service. While no maximum number of days are set as a ceiling for accumulation, a maximum of 120 days may be used in any one program year.

CERTIFICATE OF ABSENCE

A certificate of absence must be filed in the office of the coordinator for each absence. These should be turned in the first day of work following the absence. Filing of any willfully false statements shall be considered as grounds for disciplinary action in such form as may be deemed proper. A copy of the Sick Leave Statement is included in this Guide book.

SPECIAL LEAVE POLICY

Employees may be granted special leave with pay for appropriate reasons. Request for approval for such leave with pay, stating the reasons for the absence, shall be made in writing to the superintendent and may be approved by him at least two days prior to the intended absence, except in extreme emergency. Reasons for necessary days of absence shall be interpreted to include funerals not covered in sick leave policy; mandatory court appearances, except when the employee is involved in, or guilty of crime; necessary legal or business matters that cannot be attended to after hours, on Saturday, or during vacation periods; an urgent or unusual family obligation (family defined as husband, wife, children, father, mother, brothers and sisters) such as adoptions, weddings and graduations over which the employee has no direct control; and any other good and sufficient cause.

Special leave will not be granted for the day prior to or the day following a holiday recess, unless it is of sufficient justification to be granted by the Superintendent.

WORKMAN'S COMPENSATION AND RETIREMENT

A. All non-teaching employees of Warren City Board of Education are required by law to be members of the Public School Employees Retirement System.

B. All Educational Aides are covered under Workman's Compensation Law which provides compensation to workmen and their dependents for death, injuries, or occupational diseases occasioned in the course of such workman's employment.

C. When an aide leaves service as a school employee, she may apply to have her accumulated contributions refunded.

PROCEDURE FOR HANDLING GRIEVANCES AND COMPLAINTS

A. The aide shall first discuss problems with the teacher, then the principal or coordinator.

B. If the problem is still not resolved, then the regular procedure for handling grievances and complaints shall be followed. The coordinator shall assist the aide in these procedures as outlined in the Administrative Handbook for Warren City Schools.

WARREN CITY SCHOOL DISTRICT
BOARD OF EDUCATION

STATEMENT FOR USE OF SICK LEAVE

Employee's Name _____ Date _____
Please Print

School Assigned _____ No. of Days Requested _____

* * * *

TRAINING

PRE AND IN-SERVICE TRAINING

A. Pre-Service Training

Two days of orientation and pre-service training are usually scheduled each year. Topics to be covered are: orientation to center, facilities and neighborhood; overview of the Head Start Program and its purposes; individual role and function of personnel; formal training in various areas by consultants, and classroom preparation time.

B. In-Service Training

1. This will provide guidance for aides. The nub of in-service training consists of informal daily conferences with the teacher: questions, answers, schedules, explanations, standing orders, even role-playing situations.

2. In-service staff meetings will be held on a monthly basis. Consultants will be utilized to help improve areas of need. Professionals will be used to help train the non-professionals.

3. Educational aides who do not have a high school diploma are encouraged to participate in the local Adult Basic Education Program. On occasion, other formal educational courses are recommended.

QUALIFICATIONS FOR PRE-SCHOOL AIDES

GENERAL - PERSONAL - PHYSICAL

QUALIFICATIONS:

The Educational Aide shall possess the ability to subordinate himself to the leadership and needs of the teacher. The teacher must be in complete charge. She shall possess the ability and willingness to serve as liaison between the parents and school in promoting good will and understanding; possess qualities of personality and character which are good examples for young children, possess a willingness to serve in the district in which she lives; possess empathy and understanding of children; possess a willingness to be employed for up to six hours per day at the hourly wage as established by the program application, and possess an understanding that employment is based upon an annual basis only. There is no promise of extending employment beyond one year.

The selection of an educational aide shall be done jointly by the teacher involved and the coordinator.

A. General:

1. Preference for employment shall be given to Educational Aides from the area to be served.
2. Realization that she is an aide and not a teacher.
3. Be directly responsible to the classroom teacher and indirectly responsible to the building principal or coordinator.
4. Assume the posture of a regular staff member.
5. Assume duties which will relieve the teacher to devote her time to the most important aspects of the educational program.
6. Assume duties which are reinforcing or non-teaching in nature which are prescribed by the teacher.
7. Assume the responsibility of working independently once the duties are clear and established.
8. Attend meetings and in-service sessions as required by the principal or coordinator.

B. Personal:

1. Possess a genuine interest in working with children.
2. Demonstrate the ability to perform tasks assigned by the teacher.
3. Use appropriate neatness in dress and personal appearance.
4. Show kindness and courtesy toward pupils, teachers, fellow aides and parents.
5. Possess the ability to speak clearly, effectively and have a well-modulated voice.
6. Possess the ability to work and communicate harmoniously with others.
7. Act in a mature manner.
8. Be able to work with varying ethnic groups in the staff as well as the student body.
9. Exhibit a proper attitude toward confidential information.
10. Understand the school community.
11. Be dependable, energetic, and enthusiastic.

C. Physical:

1. Head Start Only

    a. Annual physical exam

b. Immunizations required for age group
c. Annual T. B. x-ray

2. Kindergarten Only

a. Physical exam every three years
b. Annual T. B. x-ray

3. Physical conditions which allow the aide to perform the varying role required of pre-school personnel; such as: run, go up and down stairs, walk, hop, skip, bend, stoop, and stretch.

ROLE AND FUNCTION OF AIDES:

A. Safety and welfare of children

Every school has a procedure for fire drills and other emergencies. Make sure you know the procedure for any part of the building used by the children in your group. This means that you must know the exits from the classroom, library, gymnasium, auditorium and any other area used by the children.

School equipment is designed for safety, but occasionally it becomes damaged or the place where it is located becomes unsafe. Report any dangerous or broken play equipment to the classroom teacher immediately.

In spite of your best efforts to maintain safety, children will get hurt. Make sure you notify the classroom teacher about any injury even though the child shows no outward sign of injury. A fall in which a child strikes his head may result in an injury which isn't detected until several hours later. If the classroom teacher is aware of the fall, she can observe the child for signs of injury. A mistake in treatment of any injury can have serious results, so make sure the classroom teacher decides upon the treatment of any injury or illness.

Occasionally an emergency occurs when a parent or friend comes to get a child during school hours. Since you can never be sure of the circumstances for taking the child, make sure that you do not permit any child in your charge to leave without the permission of the classroom teacher.

B. Individualization of Instruction

Since all children are different, have the children engage in work at their own levels. The aide can help the atypical or withdrawn child or teach individually to reinforce activities taught in the classroom.

The "teaching" done by aides refers to the direct and incidental teaching that occurs in any activity. Normally the classroom teacher will introduce a topic or concept, the educational aide will work with small groups of children in order to reinforce the concepts that were taught. Also, these same concepts may be reinforced during free play or work periods.

C. Housekeeping Duties

There are many essential duties associated with the efficient conduct of the day, and housekeeping duties are as important as the others. Room maintenance includes helping children to take out and put away materials, keeping food utensils clean, inspecting equipment for repairs, setting up equipment, keeping the stock of supplies in order, and cleaning up after the lunch period.

TASK IDENTIFICATION -- HEAD START AIDES

Bus Duties - Arrival Duties - Classroom Duties

How Aides Learn To Assist The Teacher

Lunchroom Duties - Departure Duties

A. BUS DUTIES FOR HEAD START AIDES:

1. An aide is to be on the bus at all times with the children.

2. Children are never to be left alone on the bus.

3. The aides should get off the bus and assist the children across the street to help prevent personal injury.

4. The aides are to make sure that the children are seated and sitting back in their seats while the bus is moving. Explain to the children the safety reasons for this.

5. The children are to have seats assigned by the aide. These may be changed at the discretion of the aide.

6. Each class shall sit together on one side, in order to simplify the exit from the bus.

7. The children should not talk too loudly. Inside voices with their neighbors are encouraged.

8. The aide is the only one who is permitted to open the windows when it is necessary. The children are not to put their hands, heads, or any body parts out of the windows.

9. One aide is to sit in the front of the bus and the other is to sit in the middle of the bus at all times. It will be easier to supervise the children this way.

10. No child is to stand up when the bus arrives at school until the bus stops. The aide shall then give instructions on how to leave the bus.

ADDITIONAL SUGGESTIONS:

Success is based upon the behavior of the Educational Aide on the bus. You are the start of Head Start. You can make of your job one of the most important jobs in Head Start. You are the child's first link from home to school. The role of the Educational Aide is to give praise (reinforce) appropriate child behavior. ("Oh, I like the way you're smiling this morning." "William remembered the safety rules this morning, he's sitting way back in his seat.")

If time and circumstances permit, these suggestions could be followed on the bus.

A. Take advantage of the "happenings."

The first snow	A man cutting down a tree
A rainy day	A dog sitting in the middle of a street

B. Use bus ride to stress importance of:

Attending school each day Health Safety

C. Use bus ride to teach color recognition, shapes, number concepts, etc.

D. Use bus ride to teach cause and effect:

1. hole in street causes bump, man fixes hole, now street is smooth.
2. truck blocks street, bus can't go, child must walk down the street.

E. Use bus ride to get feed back from experience at school. Ask questions such as, "What song did you sing today?"

F. Give child a sense of continuity by telling child as he gets off bus, "Good-bye Steven, I'll be looking for you tomorrow."

G. Educational Aides should become involved with what goes on in the classroom so that there is a carry over from the classroom to the bus ride.

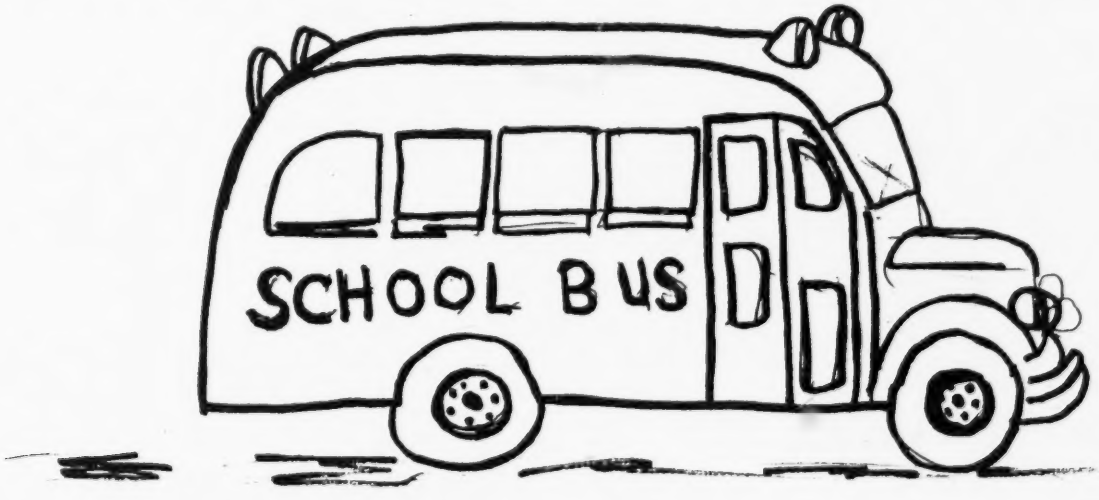
H. Educational Aides should also feel free to discuss "problems" or "happenings" with teaching staff:

"Sharon's little brother pushed her down this morning as she was coming down the steps."

"John didn't want to come this morning because he wanted to wear his new shoes, and his mama didn't let him."

BUT REMEMBER:

Children need not be bombarded with perpetual activity. There should be some moments left for dreaming, for just riding along in quietude.



B. ARRIVAL DUTIES - HEAD START AIDES - A.M.

1. The aide shall direct the departure from the bus when the bus arrives at the school. One aide shall get off the bus first; the other, last. The last aide shall check to see that all the children are off the bus.

2. The aide watches that the children get off the bus in a safe manner, enter the building in lines, and go directly to their own rooms.

3. The aide shall help the children in taking off wraps, boots, etc., after entering the room. Children should be encouraged to do this independently, but may need some assistance at certain times.

4. The aide shall then guide the children to their seats or circle and be ready for the opening activities. She shall then help any child who needs special direction.

P.M.

1. The aide in the afternoon follows the same arrival duties as that performed by the morning aide.

2. The aide shall take the children to the rest room for toilet activities and washing hands in preparation for lunch.

3. The aide shall then start the children's lunch program which will have been established by the teacher and the aide prior to the aide assuming this duty.

C. CLASSROOM DUTIES - HEAD START AIDES

The teacher and the aide must work as a team. The lesson plans and special activities shall be available to the aide so that she knows the plans for the day or the week. The "team" shall cooperate and plan the activities during the children's snack or rest period.

Suggestion: If the teacher feels the need for an additional planning session, she may ask the aide to come earlier once every two weeks. One A.M. aide will not ride the bus to school, but will come to school at least twenty minutes before the children arrive so that she and the teacher may plan together. This means that the aide will have to find her own transportation to school for that planning session.

The P.M. aide and the teacher would have the planning session for twenty minutes after school. The P.M. aide will have to provide her own transportation for that day.

OBSERVATION OF CLASSROOM PROCEDURES

As a classroom aide, you will be working as an assistant to the teacher. Each teacher has her own ideas about classroom management and ways of handling the children. The classroom routine she establishes is the one she considers best for her group of children.

Children will find it easier to adjust to school if the routines and rules are clearly established and if the teachers and aides are consistent in their methods. It is important that you, as a teacher's aide, pay careful attention to the way the classroom teacher arranges the activities and handles the children. If you can follow the same patterns and emphasize the behavior that the teacher emphasizes, the children will learn school behavior more easily.

As soon as possible you should be ready to help the teacher and the children in a variety of activities. The classroom teacher will appreciate your learning as much as possible about the room and routines by your own observation. You can become acquainted with your classroom by observing and keeping a record of the following:

1. Class routines (When do activities take place?)
2. Teacher expectations (What things does the teacher emphasize?)
3. Rules and regulations (What rules has the teacher set up?)
4. Storage of materials (Where is material kept? How is it stored?)
5. Methods of controlling children (What methods does the teacher use with different children?)
6. Room equipment (How much of it are you able to operate or supervise?)
7. Location of other rooms used by children.

After cooperative planning is done between teacher and aide, and the aide has observed teacher's classroom procedures, then the aide can assist the teacher in the following classroom duties:

1. Assist with opening activities and discussion.
2. Help take children to rest rooms before snacks and lunch time.
3. Supervise the snack period of cookies and cup of milk or juice.
4. Help settle pupil disputes and quarrels and prevent children from playing in a way that is harmful to themselves and others.
5. Help teacher with such structured activities as: reinforcing language lesson, individual help with colors, counting, shapes, etc., reading a story, teaching rhythms, songs, finger plays, etc.
6. Give individual attention to children who are not participating in a directed activity. This will help the other children and the teacher if the aide assists individually with an uncooperative child.
7. Help care for a sick child, call the nurse if needed, and take child to clinic for nurse's attention.
8. Help maintain orderly arrangement of the classroom.
9. Obtain special supplies and materials when needed.
10. Monitor classroom when teacher has to leave for emergencies.
11. Run errands as borrowing or sharing with another room.
12. Display pupil's work such as putting papers on the windows, blackboard, or bulletin boards.
13. Check with social worker aide about absent children.
14. Help in the preparation of class programs.
15. Assist and check pupils' seatwork, such as coloring, painting, etc.
16. Help children in small groups or individuals as the need arises and as directed by the teacher. Such as: story telling, conducting games, songs,

finger plays, making effective use of books, puzzles, games, blocks, and other toys.

17. Assist in inventory of classroom stock, such as paper, paint, crayons and paste.
18. Mix paints for art instruction.
19. Care for pre-school children during conferences.
20. Give extra attention to children who have been absent.
21. Assist the substitute teacher with normal routine.
22. Contact parents personally for meetings, etc.
23. Help supervise children on field trips.
24. Supervise children's play activities - indoors and outdoors.
25. Learn how to set up and operate audio-visual equipment.

These duties would be classified under the following activities:

Clerical duties
Room maintenance
Playground assistance
Instructional assistance
Self-help assistance
Supervision of group activities
Assistance on field trips

D. HOW AIDES LEARN TO ASSIST THE TEACHER

In observing the teacher, it must be emphasized that action and doing are more important than lecture and reading. The teacher should make certain that the aide understands the purpose, and is able to do the assignments before attempting to help the children.

1. Understanding Child Behavior and Discipline

The adjustment problems of children are so varied that they cannot possibly be met through group approaches. Educational Aides who realize the needs of young children can offer invaluable help in providing the individual attention, encouragement, and reinforcement needed to adjust to a school setting.

Of major importance to the aide's participation in a classroom is her understanding of the school's objectives regarding discipline. Recognition of the importance of inner control and self direction, and the techniques for achieving them, are essential to the aide's classroom participation.

The effectiveness of the aide will depend to a considerable extent upon her ability to alter preconceived ideas about child behavior and to learn new techniques for achieving the school goals.

2. Teaching Methods

Special attention should be focused upon teaching the aide the importance of:

a. establishing the goal for an activity and making the learner aware of what the finished product is to be.
b. relating the activity to a previously learned task and demonstrating its values to future tasks.
c. motivating the child to engage in the task.
d. encouraging verbal interaction between the aide and the child through the use of labels, questions, explanations, and information.
e. encouraging the child's taking an active part in the choice of activity, formulation of a plan, and evaluation of results.

f. requesting frequent feedback from the child during the activity to insure his understanding.

3. Developing Communication Skills

Improvement of language facility for both the classroom aide and the children with whom she works is essential to school and social success. Experience indicates that language deficits can be reduced through concentrated language training during early school years. The effectiveness of the classroom aide in improving the communication skills of children will depend upon:

a. the ability of the aide to act as a good speech model for children.
b. the ability of the aide to encourage children to use labels, speech patterns and expressive language as a part of their daily activities.
c. the encouragement of good listening habits in formal and informal situations.
d. the encouragement of verbal interaction in the form of questions, explanations and reactions during activities.
e. the encouragement of memory and consciousness of time sequence through the association of time and events.

4. Developing Cognitive Skills

The Educational Aides who supervise play and other activities should be aware of the opportunities for developing children's cognitive skills by:

a. encouraging children to recognize relationships among objects and ideas.
b. using language that encourages classifying and categorizing.
c. increasing children's sensitivity to stimuli through sensory channels.
d. providing verbal clues that serve as tools for thinking.
e. calling attention to symbolic representation to pictures and other forms of representation.
f. increasing children's awareness of the environment through play, games, and observations.
g. encouraging feedback as a means of clarifying and reinforcing concepts.

5. Use of Dramatic Play In Pre-School and Kindergarten

Before the aides can guide the children in creative activities they must, themselves, have developed the ability to react to a variety of stimuli and situations. As the aide develops her own expressive skills she should be able to strengthen the expressive skills of children by:

a. entering into their spirit of dramatic play.
b. encouraging planning and organization of activities.
c. encouraging verbalization of actions and ideas.
d. encouraging new activities by offering verbal suggestions and introducing new materials.
e. reinforcing mental imagery through questions, information, observation and recall.
f. utilizing the dramatic elements of stories, poems, pantomimes, songs, and finger plays to create more vivid impressions.
g. encouraging inter-group play.
h. encouraging cooperation, leadership, respect, self-control, and confidence during play activities.
i. recognizing play as a learning situation.
j. improving the children's play experiences through addition of conversation and materials.

k. demonstrating sensitivity to situations that encourage free expression.
l. engaging in children's play activities.

6. Understanding Child Behavior and Discipline

The aide should show evidence of:

a. recognizing the needs of children.
b. finding ways of helping children to adjust to the school.
c. understanding the need for self discipline.
d. understanding the techniques for influencing behavior that foster inner control.
e. evaluating the results of techniques for influencing behavior.
f. analyzing reasons for results and making appropriate adjustments.

7. Methods of Helping Children

The aide should show evidence of:

a. being aware of the characteristics of pre-school and kindergarten children.
b. understanding the importance of readiness to success.
c. understanding the need for stimulating growth at each level.
d. recognizing the appropriateness of activities for a certain age level.
e. observing and analyzing children's learning processes.

8. Developing Communication Skills

The aide should show evidence of:

a. improving her own communication skills.

b. acquiring a repertoire of finger plays, nursery rhymes, and stories for children.
c. understanding the importance of language to learning and adjustment.
d. encouraging children's verbalization during activities.
e. encouraging children to ask for information needed for a task.
f. showing concern for children who do not listen.
g. developing techniques that encourage pupils to listen.

E. LUNCHROOM DUTIES: HEAD START

The lunch program will be conducted by the aide after she and the teacher have developed the program together. Each group may conduct its lunch program in a different manner. This is acceptable because each group has to adapt its program to the children and the physical environment available to each center.

While the children are eating, the aide shall maintain discipline and teach good manners and eating habits. She could also help good conversation by encouraging children to talk and ask children the names of food for the day, the vegetable, the fruit, the colors of food, etc. The aide should encourage the children to eat their lunches and drink the milk as a well balanced, nourishing lunch is part of our program.

After the lunch is over, the aide is responsible for the housekeeping chores. She should have the children help so that the room is clean.

F. DEPARTURE DUTIES: HEAD START

Children differ greatly in what they are able to do. Each child should be observed to see what he is able to do about caring for and dressing himself. If the child needs help in dressing, the aide may help him, but gradually encourage him to be able to do this independently.

After the children are clothed and the bus arrives, the aide shall assist the children to leave the school in an orderly manner and get on the bus.

The seating arrangements of aides and children will be the same as for the arrival time on the bus.

An aide is to be the last person off the bus. No child is to be left alone on the bus at any time.

The bus driver's duty is to drive the bus --

not supervise the children.

This is the duty and responsibility of the Educational Aide.

TASK IDENTIFICATION - KINDERGARTEN AIDES

Arrival duties	Share and tell
Opening activities	Playtime
Work projects	Lesson period
Snack break -- Rest period	Music time
Story time	Dismissal

General duties

A. Arrival Duties (arrive 15 minutes before final bell)
   1. Double check room for any housekeeping details.
   2. Prepare art supplies or other such materials that will be used for projects during the school day.
   3. Have a brief planning session with teacher.
   4. Check office duty list if necessary for lunchroom or playground assignments.

B. Opening Activities
   1. Have children properly remove and hang outdoor clothing when they enter the classroom.
   2. Seat children quietly and immediately following the tardy bell, take attendance.
   3. Collect money -- milk money and possibly other fees for pictures, programs, or field trips, etc.
   4. Prepare children for Pledge
      (a) right hands on hearts
      (b) call on one pupil to begin the children in the recitation and mark his name on the class list (reinforcement).
   5. Review the calendar -- month, day, year. Have three children correctly write the present date number on the board (reinforcement).
   6. Discuss the day's weather conditions (reinforcement).

C. Work Projects
   1. Distribute prepared materials. Children may be called upon to assist in the distribution of paper, scissors, etc. Their names are then checked off for this particular task.
   2. Supervise, along with the teacher, the childrens' work projects. Give children individual attention. Assist them in any problems they may be having in manipulating their work materials. Assignment may have to be re-explained to a few children.
   3 Collect work projects.
   4. Supervise and aid in clean up.

D. Snack Break -- Rest Period
   1. Escort children down to get their milk. The teacher is at the head of the line; the aide walks at the rear.
   2. Check off children on class list when you call them to pass out straws and cookies.
   3. Supervise children along with the teacher.
   4. Take advantage of using this time constructively. Some duties might include:
      (a) displaying art projects
      (b) constructing decorative bulletin boards
      (c) performing housekeeping tasks
      (d) filing various papers in permanent record folders
      (e) doing tasks the principal may assign
      (f) caring for class pets and plants
      (g) caring for books and records

E. Story Time
   1. Read the story if called upon to do so. The teacher may want to read and discuss the story in the morning and have you read and discuss it to the afternoon children. Listen to the lesson while keeping busy, so that you will follow the same procedure for the afternoon class.
   2. Quietly correct disruptive students while the teacher is reading.

F. Share and Tell
   1. Guide this activity in the morning or afternoon. The teacher may prefer to rotate with the aide.
   2. Discuss share and tell object with each child.

G. Playtime
   1. Take the children out to the playground if the weather is suitable. Be certain that you are in a position that you can view all the children.
   2. Supervise playtime in the room or gym if the weather is unsuitable.

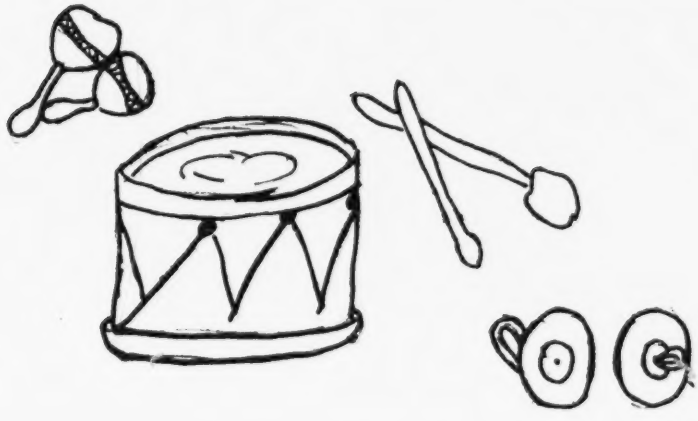
H. Lesson Period
   1. Quietly correct distracting children while the teacher is conducting the lesson.
   2. Reinforce one group in a specific area while the teacher is working with another group if necessary.
   3. Take over a lesson if the teacher is called out of the room. Many of the lessons are new ways of reinforcing. The aide can do this, but cannot introduce new lessons.

I. Music Time
   1. Have records and record player prepared for immediate use.
   2. Follow the songs, and play the music while the teacher is singing with the children.
   3. Help the children in skipping, jumping, hopping, galloping, etc., if necessary (reinforcement).
   4. Participate if asked.

J. Dismissal
   1. Assist children with their outdoor clothing. Reinforce a child's knowledge of zipping, buttoning, etc.
   2. Pass out projects that were formerly taken down.

K. Other general duties
   1. Caring for, setting up, and returning audio-visual equipment.
   2. Keeping records of class schedules.
   3. Managing classroom libraries.
   4. Arranging instructional materials for quick usage.
   5. Keeping blackboards clean and ready for use.
   6. Helping settle pupil disputes and quarrels.
   7. Accompanying a child to the office or clinic.
   8. Supervising children on field trips.
   9. Arranging and supervising indoor games on rainy or cold days.
   10. Interviewing children with specific learning problems and those that are particularly bright.
   11. Helping individuals or small groups with specific learning tasks.
   12. Reinforcing etiquette and good manners.
   13. Maintaining folders of work for each child.
   14. Maintaining orderly arrangement of the classroom.
   15. Monitoring classrooms when the teacher has to leave for emergencies.
   16. Running errands.
   17. Observing child behavior.

18. Repeating lessons for slow learners.
19. Assisting the teacher in special demonstrations.
20. Putting number work on the chalkboard.
21. Assisting and checking pupils in seatwork.
22. Keeping inventory of classroom stock.
23. Assisting a substitute with the normal routine.
24. Helping the children with their clothing.
25. Assisting absent children to catch up with missed material.
26. Supervising restrooms.
27. Ordering and returning films.
28. Distributing and collecting specific materials for lessons, such as writing paper, art paper, and supplies.
29. Contributing her talent in art, dramatics, music, crafts, etc.
30. Helping prepare auditorium for plays or programs. Assisting in the direction of plays and programs.



WORKING WITH CHILDREN

A. Understanding Behavior of Pre-School Children

Physical Intellectual
Emotional Social

B. Relationship to Children

Manners for Adults in Guiding the Pre-School Child
Setting the example

C. Observing and Influencing Child Behavior

Do's and Don'ts of Discipline

D. Children Learn What They Live

A. UNDERSTANDING THE BEHAVIOR OF HEAD START AND KINDERGARTEN CHILDREN

Not all children are alike. They differ greatly in their strength and weaknesses, thus there is no exact pattern to their behavior.

It is important for the Educational Aide to know the characteristics and needs of each child and to help devise a daily program to meet these needs. In general, the Head Start and Kindergarten child exhibits these typical levels of development:

1. PHYSICAL

Is active, energetic, and exuberant.
Has gross motor control.
Needs guidance in dressing and undressing, using toilet facilities, and washing hands and face.
Tires of activity quickly; needs frequent opportunity for change of pace.
Has good motor control but may display muscular immaturity where small muscles are concerned.
Is definitely right or left-handed.
Can learn to handle large pencils and crayons reasonably well.

2. EMOTIONAL

Needs a feeling of security which comes from regularity in routine and sequence of activities.
Needs a feeling of security, love, understanding, reassurance, and belonging.
Needs a quiet, friendly, stable classroom environment to promote emotional stability.
Responds to praise and encouragement.
Is sometimes fearful and apprehensive of new situations.
Is often affected by variances in family structure.
Needs to feel appropriate guilt when at fault.
Is usually obedient; may test for limits.

3. INTELLECTUAL

Has a relatively short attention and interest span, but a healthy curiosity.

Has ability to reason.
Can be taught to understand verbal directions.
Usually is curious, inquisitive, eager to learn, interested in facts, and imaginative.
Likes to imitate and impersonate.
Needs to develop confidence in his own ability.
Is creative and needs a variety of materials with freedom to explore and discover their use.
Has a vivid imagination and often has difficulty in distinguishing between fact and fancy.
Has a vocabulary limited by environment.
Needs experience with books, stories, and verses.
Needs a variety of language experiences to encourage verbal expression.
Needs experiences to develop sensory discrimination.
Needs guidance in clarifying and strengthening concepts.

4. SOCIAL

Is affected in his attitude and adjustment to school by home problems.
Looks upon teacher as parent substitute.
Is self-centered but likes to play with others in small groups.
Likes to look and be like his peers.
Can learn to share and take turns.
Needs to learn to respect the rights and feelings of others.
Needs a broader and more challenging environment than home can offer.
Likes responsibility.
Likes approval and attention.
Needs development of self-esteem.
Needs assistance in development of self-control.

B. RELATIONSHIP TO CHILDREN

The Educational Aide shall help set the example for the children.

MANNERS FOR ADULTS

In Guiding the Pre-School Child

REMEMBER

to feel friendly toward all the children.
to be pleasant and interested.
to move with unhurried gestures.
to laugh with the child.
to keep a calm, unruffled approach.
to wear attractive, comfortable clothing.
to speak in clear, low tones.
to stoop down often in helping the child.
to ignore the little things.
to give help instead of disapproval.

REMEMBER

to be willing for the child to "act his age".
to keep "nos, don'ts and mustn'ts" for the really important things.
to use a few, well-chosen words.
to be consistent in routines.
to remain out of the child's play unless asked.
to praise for a job well done.
to keep a sense of humor.

REMEMBER

the child is an individual in his own right.
the child is eager, active and curious.
the child goes at his own speed.
the child needs as much freedom as the environment permits.
the child needs to know what behavior is inconsiderate and harmful to others.
the child needs to know what limitations exist in the use of equipment and materials.
the child needs to know what social usages are acceptable to the group.
the child needs to know that you are his friend at all times.

C. THE PURPOSE OF DISCIPLINE

Our purpose in teaching discipline to young children is to prepare them to take care of themselves and to make their own decisions. If they are to make their own decisions it is important that they be taught in ways that help them to learn to think for themselves.

What Is Discipline?

Sometimes adults confuse discipline with punishment. An important aspect of discipline for growing nursery school children is that it must become reflected in self-discipline. Self-discipline means impulse control, self-direction, initiative, self-dependence, responsibility, and all of this from within the self.

Nursery school teaching is evaluated in terms of meeting the individual and specific needs of each child. Each situation requires handling relative to the background of the child and set of circumstances.

The following is a guide in choosing your techniques and in establishing satisfactory relationships with the children.

1. Become familiar with the names of all students before school and identify children by name as quickly as possible.
2. Be prompt and be prepared for all assigned duties.
3. Speak softly but firmly. The children will follow your example.
4. Be formal - only accept proper address such as Miss, Mrs. and Mr.
5. Be impartial and fair, give praise to all.
6. Know and follow set procedures so that the child does not play the aide against the teacher. Children need routine and order.
7. Be consistent, make no compromises on set rules. If behavior is unacceptable one day it is unacceptable another day.
8. Look ahead for potential trouble but do not make mountains out of mole hills.
9. Do reprimand in private. You don't want to be called down in public, neither do they.
10. Remember not to punish the group for the misbehavior of one. Never correct in the heat of anger. The aide never administers corporal punishment.
11. Use code signals, expression in eyes, a frown, a smile, a motion, etc. Less talking.
12. Show a sense of humor, let them know you can laugh with them. Be yourself.
13. Focus on the child's strong points -- build on good points.
14. Teach by your example.
15. Be careful not to threaten anything you can't carry out. Do what you say you're going to do.
16. Recognize behavior - accept behavior for what it is trying to achieve. Attention - Affection - Expression of fear - Expression of resentment.

17. Try not to take unacceptable behavior personally.
18. Do know how pre-school children learn - gear your activities to the abilities of the children.
19. Don't ridicule as it tears down the real worth of an individual in their eyes and your own. No one is perfect.
20. Be positive and give sincere praise, see that each child has some success each day.
21. Know parents and community, be involved, know what's going on. Understand -- don't criticize.
22. Consider the physical comforts of the children.
23. Place yourself so you can observe all of the group for which you are responsible.
24. Make every attempt to prevent serious hurting of a child.
25. Teach proper use and care of equipment in the room.
26. Make only sincere remarks about what child shows, avoid gushing.
27. Plan to sit on floor if necessary or on low chairs.
28. Try to have your face at the child's level when talking to him.
29. Learn to listen. Children will respect you for recognizing their right to be heard.
30. Go to a child rather than call to him, whenever possible.

D. CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with jealousy, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with praise, he learns to be appreciative.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns it is good to have a goal.
If a child lives with fairness, he learns the meaning of justice.
If a child lives with honesty, he learns to know and respect the truth.
If a child lives with security, he learns to have faith in himself and those about him.
If a child lives with friendliness, he learns the world is a nice place in which to live.

INTER-STAFF RELATIONSHIPS

Ethical Responsibilities
Social Responsibilities

A. ETHICAL RESPONSIBILITIES

1. The Educational Aide is never to divulge personal information gained as an aide, except to authorized school or legal officials.

2. The Educational Aide is an adult working among adults. She should refrain from playing favorites or gossiping about fellow workers.

3. The Educational Aide should say something good about the children and school; otherwise, she should not say anything at all.

4. The Educational Aide's opinions may differ from the teacher's. Situations as this should be resolved among the parties concerned. If a satisfactory solution cannot be reached, the matter should be referred to the program coordinator.

5. The Educational Aide should expect to be asked to perform duties at times which may not be their liking. However, the aide, like all employees, should be willing to "go the extra mile."

B. SOCIAL RESPONSIBILITIES

1. The Educational Aide should be able to interpret the Head Start and kindergarten programs to the general public. Therefore, she should become knowledgable about the organization and role of the school programs.

2. The Educational Aide should assist the parent coordinator, the social worker and the social worker aide with leadership in the parents' program. She should be involved in contacting parents about special meetings.

3. The Educational Aide should maintain a friendly relationship with parents. Remember: To the parent, you, the aide, represent the school.

4. The Educational Aide should establish a friendly relationship with the school personnel. She should be familiar with school policies and personnel to establish good public relations.

5. Aides should make every effort to gain a better understanding of the world of young people. This could be done through reading, in-service, or course work.

6. Good relationships with others would include:

   Courtesy
   Reliability
   Friendliness and Cooperativeness
   Consideration
   Common Sense
   Honesty and Loyalty

CAREER OPPORTUNITIES

Head Start -- H. E. W. funded personnel only

CAREER OPPORTUNITIES PROGRAM AND SALARY STRUCTURE FOR THE WARREN CITY SCHOOLS HEAD START PROJECT

Educational Aides

Program Purpose

Several government programs provide funds for the inducement of individuals from low income families, who are interested and able, to pursue additional training to upgrade their vocational skills. This is intended to be a cooperative endeavor whereby the individual provides some personal effort and the government provides employment as an educational aide and in some instances, additional subsidization for college level or other training.

The local Board of Education joins the government in providing assistance and encouragement to those aides with appropriate credentials and potential to receive a minimum of college training to become certified teachers.

As an aide to assist in the anti-poverty effort, preference will be given to applicants for aide positions who come from low income families and/or deprived areas providing they are competent, of good character and meet the training expectations.

Career Training

Aides are employed with the understanding that they will proceed with career training on a regular basis and thus begin their movement up the career ladder toward minimum certification as positions and funds become available.

Aides can only be expected to continue their training, if and when federal or state funds are available specifically for their purpose. If funds are not available, the aide would not be penalized. He would simply remain on the same hourly rate as in the previous year.

Criteria for Selection of Educational Aide Personnel for Career Development Training Program

1. Preference shall be given to recruit personnel from the school district in which the children reside, wherever possible, regardless of formal educational background.
2. Personnel who are selected for a program that is funded for Career Development Training must commit themselves in writing to pursue a Careers Training Program, so long as funds are available for such training.
3. Personnel who are selected must meet the criteria for admission to the training institution that is contracted to provide training. Individuals with less than a high school education must enroll in an appropriate Adult Education Program to complete the G. E. D. as the initial C. D. P. step.
4. Satisfactory performance is required of aides who are presently employed. Assuming satisfactory performance and steps 1 - 3 of these criteria, they may be given preference over the selection of new employees for C. D. P. positions. If aides within the program do not transfer to the Careers Program, they will remain at the job entry level and continue with the program so long as their performance is satisfactory and there is a need.
5. Based upon the availability of funds and program need, a tentative administrative

decision to retair the aide for the following year is required prior to embarking on a C.D. program.

6. All other factors being equal, the final selection of personnel who are permitted to pursue available Career Development openings shall be made by the Career Development Committee.
7. Once personnel begin a C.D. training program, they must successfully pursue the program and continue to the minimum certification level as outlined in their own career plan, so long as training funds are available.

Career Ladder

Step I

Function as an educational aide, less than thirty semester hours of teacher training on the college level.

Step II and III

Thirty and sixty semester hours of teacher training on the college level. Functions as an aide with additional duties such as:

- carrying out teacher planned activities
- doing some record keeping
- making anecdotes on children to help evaluate.

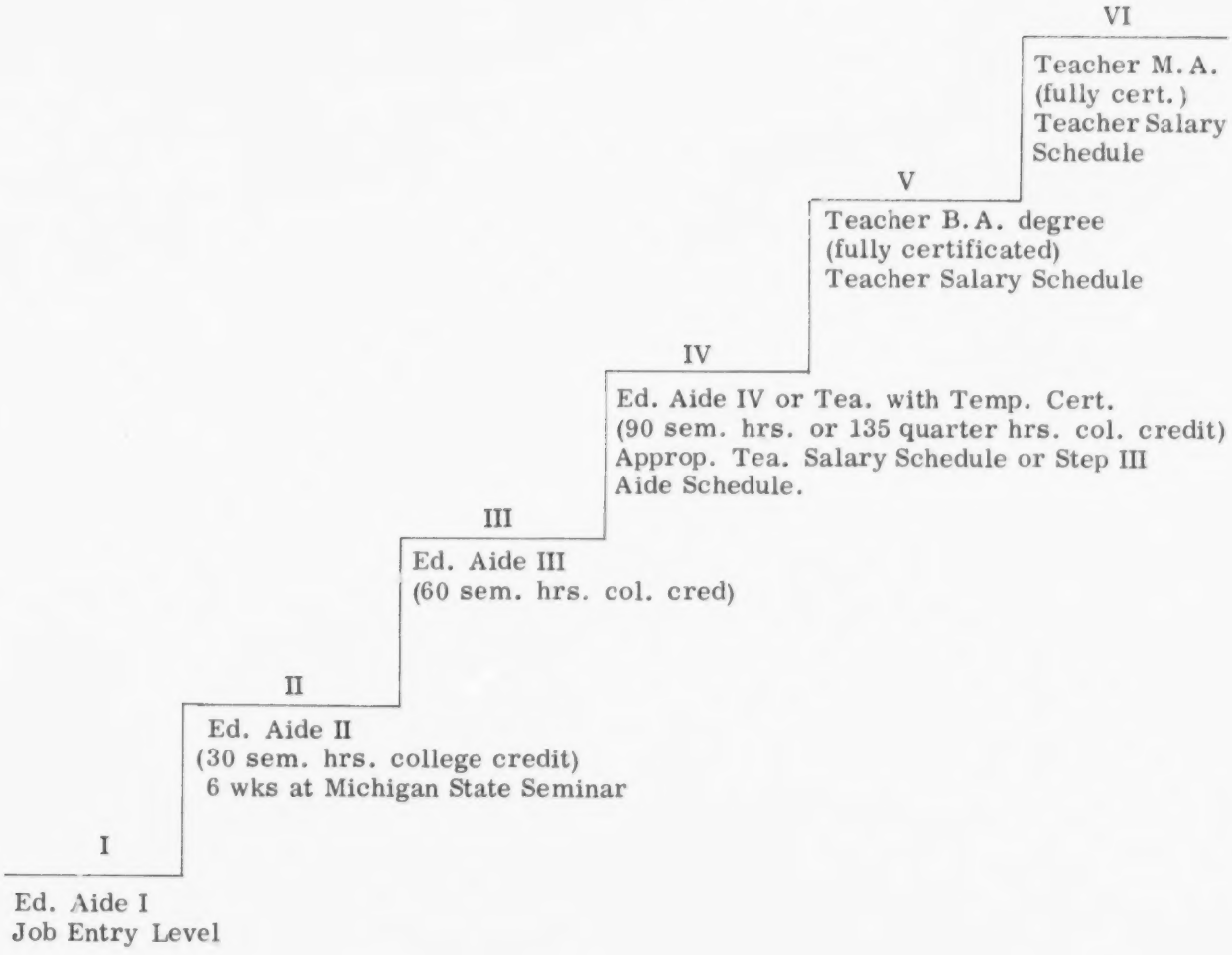
Increase of pay to comply with the Warren City School's salary schedule.

Step IV

When the aide has completed training and is then eligible for minimum certification she has an option to apply for teacher employment with another Board of Education if she desires. Should she elect to remain as a teacher aide at this point she would remain at the aide salary and not at a teacher's salary. Additional responsibilities would be:

- making home calls alone
- setting up objectives, planning a lesson, gathering materials and carrying out a lesson.
- interpreting child's response and making evaluations.

Educational Aide Career Ladder



Criteria for Selection of Personnel to Attend the Michigan State Institute Conducted by the Head Start Regional Office

1. The individual must be committed to a Career Development Program.

2. Past performance and future contribution to the program shall be given consideration.

3. The individual shall have applied for and be in the process of acceptance to an appropriate educational institution.

4. If more personnel are interested in attending than openings are available for a particular time, initial preference shall be given to those interested in pursuing training directly related to the educational program.

5. Personal preference shall be given some consideration.

6. All other things being equal, the final selection rests with the Career Development Selection Committee.
   (Program Coordinator, Certificated Representative, Classified Representative)

EVALUATION

Procedure
Evaluation form
Clarification of terms

Warren City Schools, Warren, Ohio
Office of Federal Programs

Head Start Educational Aide's name

Building

Position

Date

Coordinator

Attendance:
Days absent this year____
Accumulated sick leave___

Part I The purpose of this evaluation is self-improvement.
The educational aide will complete her self-evaluation.
A joint evaluation between the teacher coordinator and aide will follow.
Please complete the form according to your best judgment.

	S	I	U
APPEARANCE: dresses in appropriate manner, neatness, cleanliness.			
PERSONALITY: good disposition, enthusiasm, and spirit.			
SPEECH: ability to be understood, speaks in a moderate tone.			
HEALTH: physical ability to do the work required.			
ALERT: foresees safety hazards.			
ATTITUDE: accepts the teacher's leadership, sensitive to children.			
DISCRETION: refrains from gossip, discusses child's behavior with authorized school personnel.			
COOPERATION: ability to work with others.			
JUDGMENT: solves problems wisely.			
RELIABILITY: arrives on job on time, thorough, carried out work assigned.			
EFFICIENCY: ability to work quickly, neatly, quietly, etc.			

	S	I	U
EMOTIONAL STABILITY: ability to calmly handle difficult situations.			
INITIATIVE: is a self-starter, does more than what is required.			
COMPETENCE: organizes and carries his work systematically.			
CREATIVITY: encourages children to be imaginative.			
KNOWLEDGE OF JOB: knows school rules and regulations, knows materials			
RELATIONS WITH CHILDREN: disciplinary control, impartiality, operates at pupil's level.			
SELF-IMPROVEMENT: accepts constructive criticism, takes advantage of opportunities for educational growth.			

Key: S: meets requirements satisfactorily, achievement is adequate.

I: shows improvements, daily performance is not consistent.

U: does not meet requirements, deficiencies are noted.

Part II

1. The aide shows exceptional abilities and interests in the following areas:

2. Greater effort toward improvement should be made in the following areas:

3. As teacher and coordinator, we plan the following actions to assist the aide in the following areas:

A conference time will be set up to work on areas where help or improvement is needed.

Educational Aide's Signature _____ Date _____

Teacher's signature _____ Date _____

Coordinator's signature _____ Date _____

Clarification of Evaluation Terms

General Employment Practices

When we think of employment, we generally think of the work skills necessary to doing a job. However, more people lose jobs because they lack personal skills than because they lack work skills. The best trained worker may be a failure if she isn't aware of the need for getting along with others and of adjusting to the conditions of employment. Your success will depend upon your development of the traits necessary to becoming a good Educational Aide.

Personal Qualities and Character Traits

Many people have trouble getting a job and keeping it because they are not aware of the importance of personal qualities. These are the qualities that determine whether you will get along with people and be accepted as a desirable employee. Your personal qualities are the ones that your "best friends won't tell you" about so it is up to you to decide for yourself which of your qualities are good and which ones need improvement. To help you do this, study the following section and then evaluate yourself on each trait.

Personal appearance	Relationships with others	Efficiency in work
Dress and make-up	Courtesy	Alertness and memory
Neatness and Cleanliness	Reliability	Interest in work
Poise	Friendliness	Punctuality
Posture	Cooperativeness	Regular attendance
Voice	Consideration	Initiative
Speech	Common sense	Thoroughness
	Honesty	Willingness to work
	Loyalty	Organization

A. Personal Appearance

1. Dress and make-up

Your personal appearance is important to your success. If you present an attractive appearance it shows that you are interested enough in yourself and your job to put effort into looking nice. Your clothes should be appropriate to the kind of work you must do. They must fit properly, be clean and pressed. If you wear make-up, it must be carefully chosen and applied properly. The latest styles in make-up may be acceptable among your friends but may not be appropriate for your work.

2. Neatness and cleanliness

Neatness and cleanliness are extremely important. Your hair must be clean and attractively styled. Fingernails and hands should receive regular attention. A good complexion, maintained by proper cleansing, proper diet, exercise, and rest is a sign of good health.

3. Poise

Poise is a combination of self control and confidence. A well poised person acts naturally and is able to adjust to any situation without getting excited or angry. Poise can be developed, but it takes time and practice. Practicing self control is the first step in gaining poise; if you can remain calm and not give in to irritation, anger, or nervousness when a situation annoys you, you can develop the poise necessary to your success.

4. Posture

Good posture is important to the total picture of a person. To achieve good posture, you must practice sitting tall, standing tall, holding your head erect, keeping your chin in, keeping your shoulders even, and holding your abdomen flat. When you sit, sit straight with your back against the back of the chair and your feet close together and near the chair. You should be able to rise from the chair gracefully and to walk smoothly.

5. Voice and speech

The way you speak and control your voice is important to the impression you give. A voice that is too loud or too soft is annoying to the listener. A voice that loses volume and trails off at the end of the sentence shows lack of confidence. You can improve your speaking habits if you make sure you have something to say, and then say it with conviction. Careful attention to grammar and pronunciation is necessary to a good impression.

B. Relationships with others

1. Courtesy

Most of you are acquainted with the common forms of courtesy. A friendly "Good Morning" and a gracious "Thank you" show consideration and an attitude of friendliness. If you make a mistake, admit it and apologize promptly. Personal habits such as chewing gum, combing hair, applying make-up, or straightening clothes in public are annoying to some people. Avoid criticism by doing these things in private.

2. Reliability

During work hours you are expected to give your time and attention to your job. If your job was important enough to require an employee, it is important that you, as an employee, see to it that the work gets done; excuses are not acceptable substitutes for performance. Make sure that you know what is to be done, and then make every effort to do it as well as possible. At no time should you allow your friends or family to call or visit you at work; only in an emergency can a personal call be justified.

3. Friendliness and cooperativeness

Work is more pleasant for everyone if a spirit of friendliness and cooperation exists. To achieve a pleasant atmosphere, it may be necessary at times to do more than your share of the work, and to overlook some of the things that others do that annoy you. It will help you to make allowances for others if you make a habit of looking for the reasons for a person's behavior rather than criticizing the behavior itself.

4. Consideration

Consideration is essential to adjustment to any situation. In every kind of employment where there are people working together, there are some problems, either with working conditions or with other employees. Usually you will not be able to change the conditions, but

you can consider ways of accepting them. Avoid becoming too closely attached to a particular group; it is better to try to maintain contact with all of the employees. Avoid ridiculing or making fun of co-workers, or of joining in gossip and criticism of fellow workers.

5. Common sense

There will be times when there is no rule to follow and no one to ask for information. In such cases you have to rely upon your own common sense. Before making a decision, think of the possibilities for action and then decide on the one that seems most appropriate. Even if you make a mistake, your employer will appreciate the fact that you gave the situation some thought and tried to solve the problem yourself. Experience will help you to recognize correct procedures; be sure that you learn from your experiences.

6. Honesty and loyalty

Honesty and loyalty are greatly appreciated in any situation. These are qualities that make you a valuable part of any organization. If you lack these qualities, you are regarded with suspicion; if you have them, you are trusted. There will be times when you will think that your supervisor and co-workers have made mistakes, for mistakes are made in every organization. At such times you can show loyalty to your employer and co-workers by remaining silent about the situation, or by viewing it as part of learning.

C. Efficiency in work

1. Alertness and memory

On any job, efficiency depends upon each person being alert. Time does not permit the employer to explain things several times. Being alert means that you pay attention to explanations, ask questions that are related to the assignment to make sure you understand, and notice things that should be done without being told. Alertness requires you to think for yourself, and to anticipate the wishes of others before they make a request. If you have been given instructions once, make sure you remember them so you do not have to be told again.

2. Interest in work

Your interest in your work will be shown by the attitude you have toward it. If you are eager to get started and work without watching the clock, you appear interested. Mentioning some part of your work that pleases you indicates an interest in what you are doing. Don't make the mistake of talking about your work too much, however; prove your interest by working with enthusiasm.

3. Punctuality and attendance

Work hours are usually established according to a plan that is most efficient for the work to be done. If you are absent or tardy, it causes inconvenience to others. Your job carries responsibilities. If you are not there, your part of the work does not get done, or it must be done by someone else. If you must be absent or tardy for some unavoidable reason, make sure you call your employer in time for her to make other arrangements for your duties. When you return to work, inquire about making up the work you missed.

4. Initiative

As you become more accustomed to your work, you will be able to anticipate some of the things that should be done; you should then go ahead and do them without waiting to be told. If you have an idea that you think would help the situation, suggest it to your employer. Sometimes you are in a position to see things that no one else notices. Mentioning them shows that you are trying to improve your performance on the job.

5. Thoroughness

Your work should be of the caliber that convinces your employer that he can depend upon you completely for your part of the work. When you complete an assignment make sure

that you have taken care of all details and that what you have done represents your very best efforts. Having to do a job over because it was not well done the first time is wasteful of time and trying to the patience. Thoroughness requires that you plan the method, the time, and the materials carefully enough to insure good work.

6. Willingness to work

When you take a job, you must be willing to give the best possible service. You must make good use of your time and be willing to do a little more than is required. Frequently there are duties that are not part of anyone's work; still they have to be done. Offering to do a little extra work shows your interest in the job and your willingness to cooperate. Of course, you must show good judgment so that other workers do not take advantage of you by having you do their work.

7. Organization

Your activities on the job must be organized. Organization may require that you write down the duties that you are to assume and then decide when and how they should be done. Don't wait until the last minute to make plans for an activity; plan far enough ahead to make sure that you have all the necessary materials, and that your plans are agreeable to everyone involved. Don't forget to estimate the amount of time needed for an assignment; having to hurry or leave a task unfinished may spoil the activity completely.

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